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ABSTRACT

The 23rd Annual Central Regional Research Conference in Agricultural Education was attended by 67 participants and guests representing 12 states. This report contains summaries of major presentations, including: (1) "Research Strategies for the Seventies," by John Coster, (2) "Project REDY," by L.J. Phipps, H. Thomas, and D.L. Williams, (3) "Warsaw Project," by R.W. Walker, (4) "Evaluation of Concurrent Work-Education Models," by J.F. Bobbitt, (5) "Evaluation of Structured Occupational Experience," by A.J. Mannebach, (6) "The Principles Curriculum," by R. Peterson, and R. Dillon, (7) "Characteristics of Research Design with Implications for Research Proposals and Evaluation," by F. Barnes, D. Carver, and H. Lerch. (8) "Involving Teachers of Agriculture in Occupational Surveys," by G. Richter and R. Field, (9) "Project Agriculture," by R. Wilson, (10) "Initiating and Funding Research Projects--State Level," by V. Burgener, and (11) "Initiating and Funding Research Projects--Federal Level," by D.E. Neilsen. Committee reports, the conference program, and a list of conference participants are included. (DM)

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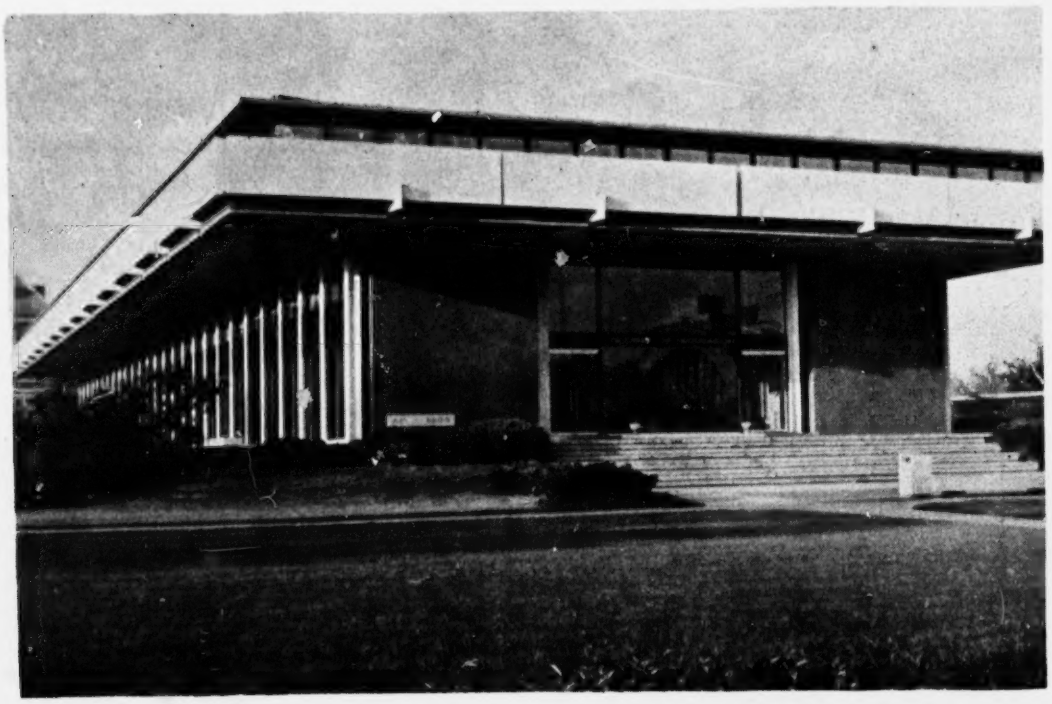
RESEARCH RELATED TO THE DISADVANTAGED
and
RESEARCH STRATEGIES FOR THE SEVENTIES

Proceedings of the Twenty-Third Annual Central Regional Research Conference
in Agricultural Education



Division of Agricultural Education
College of Education
University of Illinois
Urbana, Illinois

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FOREWORD

The proceedings of the 1969 Central Regional Research Conference in Agricultural Education includes digests of speeches and reports presented at general sessions and an outline report of committee sessions. A complete manuscript or additional information pertaining to a specific topic may be obtained by writing the individual who made the presentation.

The title of this publication, Research Related to the Disadvantaged and Research Strategies for the Seventies, served as the theme for the twenty-third annual Central Regional Research Conference in Agricultural Education.

The report is organized in three sections. The first section includes digests of presentations and items of business which were considered. Section two includes a summary of the deliberations of each committee and the titles of research projects proposed by graduate students. Section three includes conference documents (programs and participant list) to provide a complete record of the conference.

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RESEARCH RELATED TO THE DISADVANTAGED AND RESEARCH STRATEGIES FOR THE SEVENTIES

Proceedings of the Twenty-Third Annual Central Regional Research Conference in Agricultural Education

Indiana
Illinois
Iowa
Kansas
Kentucky
Michigan
Minnesota
Ohio
Missouri
Nebraska
North Dakota
South Dakota
Wisconsin

Paul E. Hemp, Chairman
David L. Williams, Secretary

University of Illinois
Urbana, Illinois

July 29, 30, 31, 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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First General Session -- July 29, 8:30 a.m.

Chairman: Lloyd J. Phipps

Recorder: Fred J. Pumper

THE WELCOME

J. Myron Atkin, Associate Dean, College of Education, University of Illinois, Urbana, Illinois

I. Dr. Atkin welcomed the conference participants and extended greetings from the University of Illinois and the College of Education.

II. In discussing educational research, Dr. Atkin emphasized the following points:

- A. Educational research has had very limited impact upon education in the schools.
- B. Most educational research is done at the university and is not relevant to local schools.
- C. Most educational research is similar to psychological research and is frequently written for psychologists and not for the classroom teacher.
- D. Psychology has been concerned with solvable problems rather than important problems of education.
- E. Much developmental activity in education is similar to engineering in performance specifications.
- F. There is need for a unified research approach in a natural setting instead of research in small areas as psychology, sociology and other specialized areas.

RESEARCH STRATEGIES FOR THE SEVENTIES*

John Coster, Director, Center for Occupational Education, North Carolina State University

I. Introduction.

- A. Agricultural education has occupied a defensive position since World War II.
- B. Much of the research in agricultural education during the past two decades has been conducted to support the defensive position.

II. The challenge for agricultural education.

- A. Discard the defensive position and institute an offensive position.
- B. Agricultural education should be reconstituted as rural education.
- C. Agricultural educators should assume the responsibility for developing personnel and programs designed to provide adequate programs of vocational education for rural America.

*Copies of presentation available from the Center for Occupational Education, North Carolina State University.

D. Change the direction of vocational education in agriculture in light of national goals manifested in federal legislation of the 1960's.

E. Research and development activities should be directed by national priorities and goals.

III. Research strategies in the decade ahead.

A. More of the research in agricultural education will be applied research.

B. The short-term strategy for research in agricultural education is to expedite the attainment of national goals established by federal legislation.

C. The immediate strategy for research in agricultural education is to concentrate on research and development activities and on research utilization projects that will provide immediate answers to the problems inherent in the implementation of the Vocational Education Amendments of 1968.

D. The long-range strategies are toward the development of new programs that will be required to attain the national goals.

E. Long-range strategies include professional development programs which are expected in the future to draw heavily on research as inputs into training.

Second General Session -- July 31, 1:00 p.m.

Chairman: Paul E. Hemp

Recorder: Benton K. Bristol

PROJECT REDY

Lloyd J. Phipps, Professor of Agricultural Education, University of Illinois

Hollie Thomas, Assistant Professor of Agricultural Education, University of Illinois

David L. Williams, Assistant Professor of Agricultural Education, University of Illinois

I. The speakers used a series of colored slides to explain the objectives, procedures and emerging results of "Project REDY" (Development of Human Resources Through a Vocationally Oriented Educational Program for Disadvantaged Families in Depressed Rural Areas).

II. The three primary objectives of the four-year project are to:

A. Study in depth a selected depressed rural area to identify conditions and trends that typify the area.

B. Develop and conduct a model vocationally oriented educational program, designed for members of disadvantaged rural families, which will lead to gainful employment for youth.

C. Evaluate through an experimental treatment the model program and develop guidelines for a vocationally oriented educational program for disadvantaged rural youth.

III. Procedures followed in the project consisted of four phases:

A. Phase I -- Identify, analyze and study depressed rural areas in the state.

B. Phase II -- Identify, select and study a sample of disadvantaged families living in depressed rural areas.

C. Phase III -- Develop, try-out, analyze, and evaluate a model vocationally oriented, family-centered educational program.

D. Phase IV -- Apply, analyze and evaluate the model program developed in Phase III in five experimental communities.

IV. The educational program consisted of group meetings and individual family instruction in the home. All family members were involved in the educational activities directed by local teachers of agricultural occupations. Twelve extensive teaching units were developed and used by cooperating teachers.

V. The research project is approaching the final evaluation phase. General observations emerging from the study include the following:

A. Depressed rural areas are characterized by deteriorating houses, barns and people.

B. Family members have inadequate education, housing, clothing, health care and diet.

C. Cooperating teachers, for the first time, recognized that there are disadvantaged families in their community that need help.

D. Parents were not aware of community services available to their families. Neither parents nor children were aware of opportunities available for vocational education.

E. Teachers received considerable satisfaction from working with disadvantaged families and reported that it was easy to see results.

F. Parents have a real concern for their children's education and future occupation. Interest in youth serves as an excellent vehicle for reaching all members of disadvantaged families.

G. The model vocationally oriented educational program shows promise as a means of reaching rural disadvantaged people in Illinois. The program should be workable in other states.

WARSAW PROJECT

Robert W. Walker, Associate Professor of Agricultural Education, University of Illinois

I. The "Warsaw Project" which is officially titled "Enriching the Basic Scholastic Skills of Slow Learners and Underachievers through Vocational-Centered Laboratory Learning," was conceived by three high school faculty members at Warsaw, Illinois, who solicited the assistance of the University of Illinois Agricultural Education Division. Dr. Walker explained the project using instructional aids.

II. Objectives of the three-year Warsaw project are as follows:

A. To identify boys in the Warsaw schools who are slow learners, underachievers and potential dropouts, and who have an interest in applied biological science and agriculture.

B. To counsel and guide identified students into a special program designed to use applied biological and agricultural interest as a vehicle to stimulate and improve the attitudes of the boys toward educational involvement.

C. To select and develop a land laboratory that will provide an educational environment compatible with the interests of the slow learners and underachievers.

D. To develop, implement and evaluate a course of study designed to focus on applied biological science and agriculture the content of which will facilitate change in the underachiever's or slow learners' attitude toward learning activities.

III. The Warsaw project offers a unique approach to learning through vocationally centered project activities. The activities are developed in three laboratory experiences: the land laboratory, the communications laboratory and the shop laboratory.

IV. Boys were selected for the project because of a history of academic failure in schools, and an interest in the applied biological sciences as indicated by an interest inventory. Two agricultural occupations instructors and a lady communications instructor taught the students.

V. A special telephone hookup allowed for weekly long-distance conferences between the Warsaw and University staffs to plan the instructional program and review the progress that had been made.

VI. The key to readjustment for the young people is learning activity. Results of the project include the following:

A. Improved school attendance of students.

B. Students read, speak and write more effectively.

C. Many students have an improved self image.

D. Improved attitudes toward learning.

E. Students have a greater interest in school and are concerned with preparation to enter the world of work.

EVALUATION OF CONCURRENT WORK-EDUCATION MODELS

John F. Bobbitt, Assistant Professor, Rural Manpower Center, Michigan State University

I. Dr. Bobbitt's presentation was based on his Ed.D. dissertation which was completed at the University of Illinois in 1969.

II. The major objective of the study was to evaluate and compare the following two concurrent work-education models:

A. Concurrent work-education experience with school released time.

B. Concurrent work-education experience without school released time.

III. A sample consisting of fourteen schools providing released time was selected and matched with fourteen schools using the alternative model.

IV. The finding of the study showed no significant differences between the two programs on the following items:

A. Certain attitudes and activities of agricultural occupations pupils who were participating in the two programs.

B. Certain attitudes and activities of agricultural occupations instructors who were conducting the two programs.

C. Certain attitudes of school administrators who were in schools offering the two programs.

V. Recommendations based on the study included the following:

A. Both models for obtaining concurrent work-education in nonfarm agricultural occupations should be retained as options for school personnel to select in order to meet their local situation.

B. Teachers should attempt to make their programs more flexible so that pupils may take more courses in high school.

C. Teachers should attempt to get the school administrator to allot them more time to supervise pupils on the job.

D. Teachers should encourage pupils to continue their education in agricultural occupations after graduation from high school.

E. Teachers should try to place pupils in jobs that will contribute more to their occupational objectives.

EVALUATION OF STRUCTURED OCCUPATIONAL EXPERIENCE

Alfred J. Mannebach, Assistant Professor, Research Coordinating Unit, University of Kentucky.

I. The speaker reported on the results of his Ed. D. dissertation completed at the University of Illinois in 1969.

II. The purpose of the study was to determine the effect of an intensive four-week experimental educational program, involving structured, on-the-job, occupational experiences in agricultural firms, plus related classroom instruction, on the behavior of instructors of agricultural occupations.

III. An experimental and a control group of high school instructors and an experimental group of junior college teachers were involved in the study. The following instruments were employed in data collection:

A. A test of knowledge concerning movement of products from agricultural firms to consumers.

B. An attitude scale designed to assess the attitudes of instructors toward conducting programs of nonfarm agricultural occupations.

C. An inventory to ascertain the instructors' evaluation of certain activities in which pupils placed in agricultural firms might have an opportunity to participate.

IV. Based upon the findings of the study and the knowledge gained by the speaker while assisting with the development, execution and evaluation of the experimental educational program, the following recommendations were presented:

A. Agricultural occupations instructors should continue to enroll in inservice educational programs to keep current their knowledge of technical subject matter and methods of teaching.

B. Teacher educators should continue to develop and to offer short-term, inservice educational programs to help instructors prepare pupils for entry into any occupation involving knowledge and skill in agriculture.

C. Teacher educators should continue to use structured activities as a method of obtaining short-term, on-the-job, agricultural experience in agricultural firms for instructors of agricultural occupations.

D. Coordination visits to the firms by the teaching staff are very important to maintain communications with personnel in participating firms.

E. Classroom activities should continue to be utilized to discuss and analyze structured occupational experiences in terms of implication for teaching nonfarm agricultural occupations.

Third General Session -- July 30, 8:30 a.m.

Chairman: David L. Williams Recorder: Hollie Thomas

THE PRINCIPLES CURRICULUM

Roland Peterson, Assistant Professor of Agricultural Education, University of Nebraska

Roy Dillon, Associate Professor of Agricultural Education, University of Nebraska

I. The speakers discussed the design, implementation and results of a study conducted in Nebraska. The study consisted of two phases:

A. Phase I -- Evaluation of the effects of the following selected treatments on the preparation of high school students for initial entry into agricultural occupations other than farming:

1. Related instruction.

2. Directed work experience.

3. Combination of related instruction and directed work experience.

B. Phase II -- Comparison of the effectiveness of structuring agricultural subject matter based on the principles approach with the traditional enterprise problem-solving approach.

II. The study was designed using a control group in both phases and the random selection of nonmetropolitan high schools in Nebraska to comprise the sample for the study.

III. Results of the study revealed:

A. Phase I -- No statistical differences among the various treatment combinations in regard to the most effective way of educating high school students for off-farm agricultural occupations. The measures used included "Work Opinion Inventory," "Test on General Information for Prospective Workers," and the "Off-Farm Agricultural Occupations Opinion Inventory."

B. Phase II -- No significant difference in the achievement of subjects taught agricultural subject matter based on principles and those taught in a traditional manner. Instruments utilized in measuring achievement included "Test on the Principles of Plant and Animal Science," "Test on Mechanics," and "Test on Agricultural Management and Marketing Principles."

IV. The presentation was climaxed by utilizing a video tape to demonstrate the principles approach to teaching. Publications emerging from the study were distributed to conference participants.

Fourth General Session -- July 30, 1:00 p.m.

Chairman: Hollie Thomas Recorder: Roger Courson

CHARACTERISTICS OF RESEARCH DESIGN WITH IMPLICATIONS FOR RESEARCH PROPOSALS AND EVALUATION

Fred Barnes, Professor of Elementary Education, University of Illinois

Don Carver, Assistant Professor of Educational Administration and Supervision, University of Illinois

Harold Lerch, Associate Professor of Elementary Education, University of Illinois

I. Why design research?

A. Test ideas.

B. Answer questions.

C. Make decision about population on the basis of objective data.

D. Produces defendable conclusions.

II. Characteristics of research design.

A. Questions or hypotheses.

1. Based on some sort of theory.

2. Questions must be answerable.

3. Designed to test theory.

B. Population and sample considerations.

1. Well-defined population.

2. Representative sample.

III. Types of research.

A. One group.

1. Treatment → posttest.

2. Pretest → treatment → posttest.

3. This is preresearch which is useful in generating hypotheses.

B. Two groups.

1. Treatment A and Treatment B → posttest.

2. Pretest → Treatment A and Treatment B → posttest.

3. This type research results in comparison of change resulting from treatment.

C. More than two groups.

IV. Characteristics of data.

A. Describes population.

B. Types of data (listed in order--lowest to highest quality).

1. Nominal.

2. Ordinal.

3. Interval.

4. Ratio.

C. Research should be designed to yield high-quality data which can be statistically analyzed.

V. Kinds of proposals.

A. College or university preparation program.

1. Purpose: assess change or level of achievement.

2. Probable design: Pretest → treatment → posttest, or treatment → posttest.

B. Precollege or university program.

1. Purpose: assess change.

2. Probable design: Pretest → treatment → posttest, or treatment → posttest.

C. Survey state of affairs.

1. Purpose: assess need or welfare of two or more variables.

2. Probable design: posttest only.

Fifth General Session -- July 31, 8:00 a.m.

Chairman: Ralph Guthrie Recorder: David L. Williams

Host: John Matthews, Professor and Head, Vocational Agriculture Service, University of Illinois, Urbana, Illinois

The fifth and final session of the conference commenced with a tour of the Vocational Agriculture Service facilities at the University of Illinois, Champaign-Urbana. Dr. Matthews and his staff answered questions as conference participants viewed displays of materials available. Vocational Agriculture Service is a division of the College of Agriculture. Its primary function is to produce and distribute subject-matter teaching materials for use in agriculture classes at the secondary and post-secondary levels. A catalog describing the various types of teaching materials available was distributed to those in attendance.

INVOLVING TEACHERS OF AGRICULTURE IN OCCUPATIONAL SURVEYS

George Richter, Supervisor of Agricultural Occupations, Illinois

Ralph Field, Instructor of Agricultural Education, Purdue University

Richter

I. During the past year teachers of agricultural occupations in Illinois have been involved in conducting a state-wide agricultural occupations employment opportunity survey. The study, initiated by the state supervisory staff, proposed to help teachers discover the need for expanding their programs to include nonfarm agricultural occupations curricula.

II. Teachers interviewed nonfarm agricultural businessmen in their local school district to collect data concerning employment opportunuties in the areas of agricultural supplies, agricultural mechanics, agricultural products, ornamental horticulture, agricultural resources, and forestry.

III. With 55 percent of the local surveys tabulated, projected needs in all areas of nonfarm agricultural occupations total 13,703 full-time replacements and additional employees needed during the next five-year period (1969-1973). Based on the present returns, nonfarm agricultural firms in Illinois will need an additional 7,911 part-time employees during this same period.

Field

I. Indiana has taken steps to identify jobs available in agriculture and to determine the agricultural knowledges and skills needed by employees in various agricultural occupations.

II. The procedure followed in conducting the survey included:

   A. Selection of a five-county area in Indiana.

   B. Teachers of agriculture were hired to identify and interview managers of farm and nonfarm agricultural businesses.

C. Of the 860 businesses identified in the five counties that needed employees with knowledges and skills in agriculture, a sample (100) was drawn for studying job availability and competencies needed by employees in the farm and nonfarm agricultural industry.

III. Preliminary analysis of the data collected reveal a basic need for beginning employees in all areas of agriculture.

IV. Results of the Indiana survey will be available from Purdue University in the near future.

PROJECT AGRICULTURE

Richard Wilson, Professor of Agricultural Education, The Ohio State University

I. The major purpose of "Project Agriculture" is to accomplish a nationwide effort to determine the nature and extent of educational needs associated with employment opportunities in the farm and off-farm agricultural industry and to develop curricular programs for the various areas of agricultural instructions.

II. Cooperative efforts of the Center for Vocational and Technical Education, the Departments of Agriculture, Commerce, Education and Labor will be required to accomplish the objective of the project. Various research agencies in a number of universities and states will be called upon to assist with the research.

III. The project has been designed to include four major phases over a five-year period.

A. Phase I, development of a taxonomy of job titles arranged according to appropriate instructional areas together with a handbook on job descriptions.

B. Phase II, includes a census of employment opportunities and training needs in the agricultural industry which will establish a base for curriculum development.

C. Phase III, development of curriculum guides and programs for the seven areas of agricultural instruction.

D. Phase IV, provides for curriculum dissemination, research, and renewal through curriculum materials centers.

INITIATING AND FUNDING RESEARCH PROJECTS--STATE LEVEL

Vernon Burgener, Coordinator of the Research Coordinating Unit, Illinois

I. Ideas for research and development activities should be generated by local school personnel with emphasis placed on experimental and demonstration research. Illinois has experienced great success from projects initiated at the local level. Activities funded by the RCU in the area of agricultural education include the following:

A. Vocational horticulture specialty programs for secondary schools.

B. An evaluation of Illinois post-high school educational programs in agriculture.

C. The Warsaw new opportunity project.

D. Structured occupational internship for experienced vocational teachers.

II. State research funding agencies must rely on teachers and others in the field for innovations in education. Local schools are not expected to spend their funds for experimental research; therefore, local school personnel should compile and order ideas and submit proposals for funding.

III. Proposals submitted for funding should include the following parts:

A. Introduction

B. Objectives

C. Need for the study

D. Procedures

E. Innovative features

F. Budget

INITIATING AND FUNDING RESEARCH PROJECTS--FEDERAL LEVEL

Duane E. Nielsen, Director of Organization and Administration Studies Branch, United States Office of Education, Washington, D. C.

I. Researchers in agricultural education can be proud of the quality of proposals they submit to the USOE for funding. Agricultural education research proposals are well designed and practical.

II. Steps in initiating research and development activities include:

A. Identify activity

B. Method or procedure

C. Review proposal

D. Submit proposal

E. Implement activity

III. Dr. Nielsen discussed the USOE sources of funds for research and development activities outlined in the 1968 Vocational Education Amendments. The funds authorized by Congress for each area were reviewed and possible appropriation patterns discussed.

IV. Possible trends--USOE

A. Research priorities determined at the state and local levels.

B. USOE to be a service agency for the states.

C. USOE working closely with professional agencies.

BUSINESS SESSIONS

Chairman: Richard Wilson Recorder: Fred J. Pumper

July 29, 11:15 a.m.

The question of whether to continue the Central Regional Research Conference in agricultural education was discussed. Ralph Woodin moved and Roy Dillon seconded that the conference be continued. Motion carried.

July 31, 11:30 a.m.

Paul Marvin extended an invitation for the 1970 Central Regional Research Conference in agricultural education to meet in Minnesota. The invitation was generally accepted. The host institution will make plans for the conference. The last week of July or the first week in August were suggested as dates for the conference.

Hosts for future conferences are as follows:

1970--Minnesota

1971--Kansas

1972--Indiana

1973--Illinois (Southern Illinois University, Carbondale)

COMMITTEE REPORTS

Tuesday, July 29, 1969

Committee A--Determining the Need for Research

Chairman: Ralph Woodin Recorder: Ralph Benton

I. Dr. Woodin prefaced the discussion of the above topic by posing and answering the following questions:

A. Who is involved in research?

1. Research specialist.
2. Teacher educators.
3. State supervisors.
4. RCU personnel.

B. Where will the research be done?

1. Universities.
2. States.
3. Regions.
4. Nation.

C. What will be researched?

1. Those areas and problems that most need attention.
2. Those areas and problems in which the researcher is most interested.

II. In response to the question, "What areas of investigation are needing attention?" the following suggestions were made by the group:

A. Agricultural education of an occupational nature at the elementary school level.

B. Agricultural education for disadvantaged youth in cities and rural areas.

C. Agricultural education--international level.

1. Identify objectives of international education.
2. Methods of training foreign students.
3. Curricula for preparation of American students for foreign educational service.
4. Determining the adequacy of libraries for international education.
5. Cost benefits of international education.
6. Comparative studies in international education and agriculture.

D. Longitudinal follow-up studies of high school students--should include the following areas:

1. Intangible benefits of leadership training, civic participation, etc.
2. Migration patterns.

3. Value of training in terms of simulation of future jobs.
4. Administrative structure and alternatives for providing training--area vocational school versus small high school.

III. Researchers must focus on the student and the school when planning and conducting research. Researchers must seek cooperation of guidance people, the principal and other teachers in the school.

Committee B--Planning Research Projects

Chairman: Paul Marvin Recorder: Kenneth James

I. Dr. Marvin opened the committee session by suggesting that the sixteen persons in attendance share research projects presently being conducted or those needed in agricultural education.

II. Roy Dillon described a study being conducted in Nebraska that deals with the aspirations of rural youth. The project which started in 1966 includes:

A. Identification of agricultural occupations.

B. Development of programmed instructional materials that describes each occupation.

C. Materials will be used by first, fifth and eighth graders.

D. Comments made concerning the Nebraska study include the following:

1. There is a need for exploratory courses in agricultural occupations.
2. There is a need to improve the "image" of agriculture.
3. As farms get larger, perhaps a larger number of competent people will return to the farm.

III. Richard Wilson suggested that agricultural education has been "content oriented." Would it be possible to identify performance capabilities for agricultural occupations? Comments made by the group included the following:

A. A systematic search of existing competencies identified by studies completed is needed.

B. Perhaps competencies could be broken down to a year in school or to a specific course.

C. The place to start is to ask the employer to identify the competencies needed for entry into a given occupation.

D. Education needs to cooperate with industry in training for job entry.

IV. The group concluded that the time allowed for this committee session was inadequate.

Committee C--Reviewing Research Proposals

Chairman: J. Robert Warmbrod Recorder: Herbert Bruce

People presenting research proposals at this committee session are listed below along with the title of each proposed study:

I. Ali Ammadi, University of Illinois, "Determining Guidelines for Development of a Curriculum Program in Agricultural Occupations for Disadvantaged Students in Illinois."

II. Vicente Quiton, University of Illinois, "Socioeconomic Factors Related to the Morale of Families in an Economically Disadvantaged Rural Area."

III. Douglas Patterson, University of Illinois, "To Compare the Occupational Success of Agriculture Business Employees who Graduated from Two Selected Patterns of Occupational Education."

COMMITTEE REPORTS

Wednesday, July 30, 1969

Committee A--Determining the Need for Research

This committee session was cancelled due to lack of participants.

Committees B and C--Reviewing Research Proposals

Chairmen: Edgar Persons
Ray Agan

Recorders: O. Donald Meaders
Edwin Vernon

Doctoral students in agricultural education who presented proposals before the two committees are listed below:

I. J. David McCracken, The Ohio State University, "The Influence of the High School Vocational Agriculture Teacher on Student Receptivity of Instruction."

II. Wesley E. Budke, The Ohio State University, "Guidelines for the Development of Prevocational Education Programs in Elementary and Junior High School."

III. Dan Garrison, The Ohio State University, "Guidance and Counseling Activities Pertaining to Educational and Occupational Opportunities in Post-High School Technical Education in Agriculture."

IV. Garry Bice, The Ohio State University, "The Relationship of Group Structural Properties and Communication Behavior to Opinion Leadership Among Teachers."

V. Bill Vice, The Ohio State University, "Variables Related to the Offering of Continuing Agricultural Education in Kentucky."

VI. Gilbert Long, The Ohio State University, "Decision-Making in Vocational Education."

CONFERENCE PROGRAM

CENTRAL REGIONAL RESEARCH CONFERENCE IN AGRICULTURAL EDUCATION

July 29, 30, 31, 1969

University of Illinois

Urbana, Illinois

"Research Related to the Disadvantaged and Research Strategies for the Seventies"

Conference Chairman: Paul E. Hemp, Professor, Agricultural Education, University of Illinois

Conference Secretary: David L. Williams, Assistant Professor, Agricultural Education, University of Illinois

Tuesday, July 29

Chairman: Lloyd J. Phipps, Chairman, Department of Vocational and Technical Education, University of Illinois

Recorder: Fred Pumper, Assistant Professor, Agricultural Education, Western Illinois University

8:30 Registration, Room 269 Illini Union Building

9:15 Announcements and Introductions: L. J. Phipps

9:30 Welcome: J. Myron Atkin, Associate Dean, College of Education, University of Illinois

9:45 Organization of Conference Program: Paul E. Hemp

10:00 "Research Strategies for the 70's": John Coster, Director, Center for Occupational Education, North Carolina State University

11:15 Business Session

11:40 Lunch

Chairman: Paul E. Hemp, Chairman, Division of Agricultural Education, University of Illinois

Recorder: Benton K. Bristol, Associate Professor, Agricultural Education, Illinois State University

1:00 "Project REDY": Lloyd J. Phipps, Professor of Agricultural Education; Hollie Thomas, Assistant Professor, Agricultural Education; David Williams, Assistant Professor, Agricultural Education, University of Illinois.

"Warsaw Project": Robert W. Walker, Assistant Professor, Agricultural Education, University of Illinois.

"Evaluation of Structured Occupational Experience": Alfred Mannebach, Assistant Professor, Research Coordinating Unit, University of Kentucky.

"Evaluation of Concurrent Work Education Models": John F. Bobbitt, Assistant Professor, Rural Manpower Center, Michigan State University.

2:45 Coffee Break

3:15 Committee Sessions

A. Determining the Need for Research — Room 275
Chairman: Ralph Woodin
Recorder: Ralph Benton

B. Planning Research Projects — Room 277
Chairman: R. Paul Marvin
Recorder: Kenneth James

C. Reviewing Research Proposals — Room 279
Chairman: J. Robert Warmbrod
Recorder: Herbert Bruce

7:30 Reception: College of Education Building

Wednesday, July 30

Chairman: David Williams, Assistant Professor, Division of Agricultural Education, University of Illinois.

Recorder: Hollie Thomas, Division of Agricultural Education, University of Illinois.

8:30 "Evaluation of Approaches to Preparing High School Students for Agricultural Occupations Other Than Farming."
"The Principles Curriculum"--with videotape.
Roland Peterson, Assistant Professor, Agricultural Education, University of Nebraska.
Roy Dillon, Associate Professor, Agricultural Education, University of Nebraska.

10:00 Coffee Break

10:30 Committee Sessions

A. Determining the Need for Research — Room 275
Chairman: E. E. Clanin
Recorder: Martin McMillion

B. Planning Research Projects — Room 277

Chairman: Edgar Persons

Recorder: O. Donald Meaders

C. Reviewing Research Proposals — Room 279

Chairman: Ray Agan

Recorder: Edwin Vernon

11:45 Lunch

Chairman: Hollie Thomas, Assistant Professor, Agricultural Education, University of Illinois.

Recorder: Roger Courson, Assistant Professor, Vocational Agriculture Service, University of Illinois.

1:00 "Characteristics of Research Design With Implications for Research Proposals and Evaluation":
Fred Barnes, Professor of Elementary Education, University of Illinois
Don Carver, Assistant Professor of Educational Administration and Supervision, University of Illinois
Harold Lerch, Associate Professor of Elementary Education, University of Illinois

3:00 Relaxation and Recreation--Lake of the Woods

6:00 Family Picnic: Lake of the Woods Park

Thursday, July 31

Chairman: Ralph Guthrie, Chief, Agricultural Occupations, Springfield, Illinois

Recorder: David L. Williams, Agricultural Education, University of Illinois

8:00 Tour of Vocational Agriculture Service Facilities
Host: John Matthews, Head, VAS

9:00 "Involving Teachers of Agriculture in Occupational Surveys"
George Richter, State Supervisor, Springfield
Ralph G. Field, Instructor, Agricultural Education, Purdue University

9:30 Report on status of "Project Agriculture":
Richard Wilson, Professor, Agricultural Education, The Ohio State University

9:40 Coffee Break

10:00 "Initiating and Funding Research Projects"
Vernon Burgener, Coordinator RCU, Springfield
Duane Nielsen, Director, Organization and Administration Studies Branch, USOE

11:30 Plans for 1970 Conference

12:00 Adjournment

CONFERENCE PARTICIPANTS

Arkansas	
R. C. Haynie	Teacher Education
Illinois	
Fred Pumper	Teacher Education
Ralph Benton	Teacher Education
Benton Bristol	Teacher Education
Vernon Burgener	Research Coordinating Unit
Roger Courson	Teacher Education
John Matthews	Teacher Education
John Herbst	Teacher Education
Ralph Guthrie	Supervisor
Kenneth James	Teacher Education
Lloyd Phipps	Teacher Education
Paul Hemp	Teacher Education
Robert Walker	Teacher Education
David Williams	Teacher Education
Hollie Thomas	Teacher Education
George Richter	Supervisor
Edwin Vernon	Graduate Assistant
Douglas Patterson	Graduate Assistant
John Roth	Graduate Assistant
Ali Ammadi	Graduate Assistant
Elmer Wright	Graduate Assistant
Vic Quiton	Graduate Assistant
Sonny Tucker	Graduate Assistant
Eric Mondeh	Graduate Student
Hae Kyum Song	Graduate Student
Mohamad Hashim	Graduate Student
Leonard Sigler	Graduate Student
George Leighty	Graduate Student
Rod Wetzel	Graduate Student
Indiana	
E. E. Clanin	Teacher Education
William Hamilton	Teacher Education
Ralph Field	Teacher Education
Kansas	
Ray Agan	Teacher Education
Kentucky	
Charles Byers	Teacher Education
Herbert Bruce	Teacher Education
Robert Spillman	Teacher Education
Eldon Heathcott	Teacher Education
Alfred Mannebach	Research Coordinating Unit

Michigan	
O. Donald Meadors	Teacher Education
Frank Bobbitt	Teacher Education
Minnesota	
R. Paul Marvin	Teacher Education
Martin McMillion	Teacher Education
Edgar Persons	Teacher Education
Missouri	
Gene Love	Teacher Education
Nebraska	
Roy Dillon	Teacher Education
Roland Peterson	Teacher Education
North Carolina	
John Coster	Center for Occupational Education
Ohio	
J. Robert Warmbrod	Teacher Education
Ralph Woodin	Teacher Education
Richard Wilson	Teacher Education
Bill Vice	Graduate Assistant
J. David McCracken	Graduate Assistant
Gilbert Long	Graduate Assistant
Willey Lewis	Graduate Assistant
Wesley Budke	Graduate Assistant
Charles Lifer	Graduate Assistant
B. B. Archer	Graduate Assistant
Oliver Lumpkin	Graduate Assistant
Dan Garrison	Graduate Assistant
Earl Russell	Graduate Assistant
Garry Bice	Graduate Assistant
Washington, D. C.	
Duane Nielsen	U. S. Office of Education
Guest	
Russell Guin	The Interstate Printers and Publishers, Inc.
J. Myron Atkin	University of Illinois, Urbana
Fred Barnes	University of Illinois, Urbana
Don Carver	University of Illinois, Urbana
Harold Lerch	University of Illinois, Urbana

ACTIVITIES FOR LADIES

Central Regional Research Conference

in

Agricultural Education

July 29-31, 1969

University of Illinois

Champaign-Urbana

Tuesday, July 29

8:30 A.M	Registration - 269 Illini Union Building
Afternoon	Shopping trip to Lincoln Square, Urbana. (The Illinois wives will pick you up at your motels, if you will tell us at Registration or call Gladys Hemp at 356-8287 if you would like to go.)
7:30 P.M.	Reception - College of Education Building Lounge (Participants and wives)

Wednesday, July 30

9:30 - 11:00 A.M.	Coffee - Home of Mrs. Paul Hemp, 711 Park Lane, Champaign (The Illinois wives will pick you up at your motels if you need transportation.)
3:00 P.M.	Family Picnic - Lake of the Woods, Mahomet. Activities include lake swimming, boating, golf, tour of the Early American Museum. Catered fried chicken picnic supper served at 6:00 P.M. at the pavilion.